 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Garrett Hodgkins** **Lesson #: Five Facet: Interpretation**  
**Grade Level: 9-10 Numbers of Days: 3 days**  
**Topic: Huckleberry Finn**  
  
**PART I:**  
  
**Objectives**  
**Student will understand**that there are larger themes of racism throughout the text  
  
**Student will know**racism, theme, plot, satire  
  
**Student will be able to**make meaning of the major themes in Huck Finn  
  
**Product: Prezi**  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Common Core State Standards**  
**Content Area:** English  
**Grade Level:** Grade 9-10  
**Domain:** Reading - Literature  
**Cluster:** Key Ideas and Details, Craft and Structure  
**Standard:**   
*determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details provide and objective summary of the tex*t  
  
  
**Rationale:**By this lesson students will almost have complete the entirety of the book and should have a good idea of what all of the major themes in the book are. They will make a Prezi presentation detailing what they believe the major themes and overarching ideas are and present it to the classroom.  
  
  
**Assessments**  
  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Each  student  will  be  given  a  ticket  to  complete  before  leaving  the  room  answering:  What  is  the  most  important  thing  learned  today?  What  questions  do  I  still  have?  
  
  
**Section II – timely feedback for products (self, peer, teacher)**  
students will use a checklist in order to verify that their Prezi meets all areas. I will use the same checklist to score the students work.   
  
  
**Summative (Assessment of Learning):**  
Prezi: students will make a presentation detailing the themes of Huck Finn that we have gone over in class of now. the presentation overall should be around 5 minutes. Points will be awarded for the correct coverage of the theme, as well as examples where the theme comes out  
  
**Integration**  
**Technology:**The Prezi presentation will be the integration of type II. The students will be able to use it to adequately show that they understand the themes outlayed in Huck Finn  
  
  
**Content Areas:**As with all other lessons history will be able to be integrated into this area of the lesson  
  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
  
Students will be using a flow chart and the rally room strategy in order to prepare themselves for the prezi.  
  
  
**Section II – Groups and Roles for Product**  
Students will all be in groups of 3-4 for the Prezi. They will all have to have some hand in it whether it is in research, the creation process, or the actual presentation of the Prezi.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** In the rally room section of class all students will get the chance to speak and verbalize their own thoughts if they like.  
**Logic:** Students will get the opportunity to work on a flow chart in order to logically organize particular areas of the novel where larger themes show.  
**Visual:** My example of a good Prezi, as well as the students working on their own Prezi will appear to visual learners.  
**Musical:** Around this part of the novel Jim has a song, I will give the opportunity for students to interpret the songs meaning, as well as play a recording of the song.  
**Interpersonal:** Students will work and speak with one another during the rally room section of class, as well as participate in groups of 3-4 students when working on their Prezi.  
**Intrapersonal:** While working on their flowcharts students will have the opportunity to work alone if they like.  
  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**Absent students will be able to receive the graphic organizer and the rubric via the class wiki. I will also email them at the end of class to inform them who their partners are, as well as what they should be doing to get caught up.  
  
  
**Extensions**  
  
**Type II technology:**The type 2 technology comes in the Prezi product.  
  
  
**Gifted Students:**Students will have the option to go more in depth with a particular theme and connect it to other literature and areas of history as well during their Prezi presentation.  
  
  
**Materials, Resources and Technology**

1. Books
2. Laptops
3. Rubric for Prezi
4. Flow Chart

**Source for Lesson Plan and Research**  
The source is Huck Finn itself, and my own prior knowledge of it and its themes.  
[Flow chart](http://www.eduplace.com/graphicorganizer/pdf/flow.pdf)  
[Huckleberry Finn](http://etext.lib.virginia.edu/toc/modeng/public/Twa2Huc.html)  
  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
  
**Day One:**

* Students will come into class and take their seats. We will go over the reading homework of the night before as well what they have added to their time-lines. (10 mins)
* The Prezi will be introduced and I will hand out the flow charts and the rubrics for the Prezi's (15 mins)
* Students will take some time to complete the flow chart dealing with themes and how the theme has advanced throughout the novel. (15 mins)
* We will start the rally classroom exercise so that all students can get a good idea of what the rest of the classes ideas were. (10 mins)
* Students will divide into groups and use the rest of the class period to work on and have sandbox time with Prezi. ( 30 mins)

**Day Two:**

* Students will come into class and take their seats. We will go over the reading homework as well as what they added to their timelines. (10 mins)
* The rest of the period will be used for time to work on Prezis ( 70 mins)

**Day Three:**

* Students will come into class and we will go over reading assigments as well as additions to time-lines. ( 10 mins)
* The rest of the period will be used to present Prezis (50-70 mins)
* If there is any extra time we will read in class. (0 -20 mins)

Students will understand that there are larger themes of racism throughout the text. Being able to pull out the larger theme in a novel is a skill applicable to life. Often in life there will be situations where you can only see something on the surface, having the ability to see what is beneath is what counts. D*etermine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details provide and objective summary of the tex*t. In the beginning of class I will pose as various characters from the novel and students will have the chance to question me about my characters thoughts and feelings about events in the novel. It is hoped that this will give the students some insight on the themes within the novel and how they affect individual characters.  
  
  
**Where, Why, What, Hook Tailor:**Visual, Interpersonal, Verbal  
  
Students will use a flow chart in order to organize their thoughts of what the different themes mean in Huck Finn. Also, students will use the rally room strategy in order to see what the rest of the class feels on the thought. I will use the Changes in the WInd strategy to check that students understand what they were supposed to draw from the class, and that they have an understanding of what the themes in the novel are and how they apply to now.  
  
**Equip, Explore, Rethink Tailor:** Logical, interpersonal, intrapersonal, visual, verbal.  
  
  
Students will be able to make meaning of the major themes in Huck Finn and know how such themes can be useful to them after this lesson. Students will make a Prezi product that will showcase their understanding and mastery of the themes in this novel.   
students will use a checklist in order to verify that their Prezi meets all areas. I will use the same checklist to score the students work.   
  
  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Logical, interpersonal, intrapersonal, visual, verbal.  
  
Students will use a checklist to verify that their Prezi has all required areas. What I will be looking for is that their presentations show that they had an accurate understanding of the themes and how they apply to now. I will also have students include a slide that details who did what work so that I can hopefully weed out any students that scraped by without real knowledge of the subject. This connects to the homework because students can no have an understanding of the themes in the novel if they have not read the novel.  
**Evaluate, Tailors:**  
  
  
  
  
  
**Content Notes**  
  
Students will know racism, theme, plot, satire

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| --- | --- |
| Racism | a belief or doctrine that inherent differences among the various human races determine cultural orindividual achievement |
| Plot | Also called storyline. the plan, scheme, or main story of a literary or dramatic work |
| Satire | a literary composition, in verse or prose, in [which](http://dictionary.reference.com/browse/which) human folly and vice are held up to scorn, derision,or ridicule. |
| Theme | a unifying or dominant idea, motif, etc |

**Handouts**

1. Prezi Rubric
2. Flow Chart

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:*** As with all other lessons of this unit this will appeal to clipboards because of the strict attention to the schedule that will be carried out. The step by step flow chart will appeal to them as well.  
  
  
***Microscope:*** Students will have the opportunity to analyze characters and themes and the way that Twain uses them throughout the novel. This will appeal to microscope learners.  
  
  
***Puppy:*** Students will be working with their peers throughout this lesson as well as receiving feedback from me.  
  
  
***Beach Ball:*** Students will have their creative freedom throughout working on the Prezi as long as they cover what is in the checklist. This will give students the option to go through various routes to succeed.  
  
  
***Rationale:*** The group work, flexibility, and analytical nature of the Prezi Product will appeal to all types of learning styles.  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:*** There will be no formal formative assessment, only the Checking for understanding as well as my constant review of their progress on the Prezis  
  
  
***Summative:*** Students mastery will be tested through the Prezi presentation.  
  
  
***Rationale:*** The prezi presentation will give the students a chance to show what they have learned throughout this lesson ( and entire unit) about themes and how they can apply to real life.  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Students will know racism, theme, plot, satire  
  
  
***MLR or CCSS:***  
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***Facet: Interpretation***  
  
***Rationale:*** Students will have to interpret different areas of the book to understand what the themes and central ideas are.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
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***Type II Technology:*** Prezi  
  
***Rationale:*** The Prezi will cater to many students needs as learners as well as build skill in a program that could be used in their future careers, or at least college.  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** This lessons supports creativity through the Prezi product. It engages students and puts a real life lens on their work because the product has to show that they have an understanding of the themes in the novel and how they may relate to real life.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** The prezi product will cover all areas of this standard. Prezi caters to most learning styles and intelligences, as well as promotes creativity.